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ABSTRACT

This guide provides information on the following topics: services available to help businesses recruit, train, and hire qualified workers; publicly funded programs that provide these services; and where businesses can get more information and help to take advantage of these services. The guide describes many training and employment programs funded by the federal government and by state governments. Programs described in the guide are as follows: the Job Training Partnership Act, the U.S. Employment Service, the Adult Education Act, the National Rehabilitation Act, the Job Opportunities and Basic Skills program, and various state-operated and funded training and employment programs. The booklet is divided into two sections and six appendices. The first section highlights nine publicly funded employment and training services available to businesses, providing general information about the programs and an example of how a company has used the services. The first section also contains a checklist designed to help businesses quickly determine which publicly funded program provides each of the services described. The second section provides additional information about all the programs and contains federal, state, and local agency contact information and program directories that businesses can use to access local programs. Six appendixes include the following: (1) an employer checklist; (2) a resource directory; (3) a list of Employment and Training Administration regional offices; (4) a list of National Alliance of Business regional service offices; (5) information on the National Alliance of Business services for employers; and (6) a bibliography citing 37 resources. (KC)

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THE BUSINESS GUIDE

To
Publicly-Funded
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Both small and large businesses throughout the country are spending more time and money recruiting and training workers than ever before.

Many small business executives said that the biggest problem was their inability to find qualified, motivated employees to fill job vacancies, in a recent Dun & Bradstreet survey. Small manufacturing companies responding to a National Association of Manufacturers' survey reported that they faced problems recruiting qualified employees because available workers lacked basic skills.

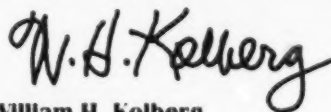
Businesses are experiencing problems finding qualified workers. A growing number are also finding that they must spend more money to provide skills training for their existing workers and test new workers to determine current skill levels. Motorola, for example, expects to spend over \$10 million per year for the next several years to bring its workforce up to required reading and math levels. In addition, the American Management Association (AMA) reports that over one-third of the companies responding to its annual employer survey found it necessary to perform skills testing for their new hires or existing employees.

A National Alliance of Business (NAB) survey of small businesses revealed that more than half the companies reported they have a

problem finding applicants for entry level positions who possess the basic skills they need. Small businesses in the United States provide first jobs to two out of every three new workers. The difficulties encountered by these small businesses mirror problems encountered by the nation's largest corporations.

In a recent Alliance survey of the nation's 1,200 largest public and private corporations, only 36 percent of respondents said they were satisfied with the competency of job applicants. Company spokespeople indicated that they had to interview seven or eight applicants to find one satisfactory worker.

Nationally, the cost to businesses for formal training to upgrade or retrain workers is estimated to be as high as \$44 billion each year. The cost to the employer of recruiting and screening qualified job applicants and providing training can often be offset by using publicly-funded training and employment programs. This Guide is designed to help companies understand how to access the services of these programs and how they as businesses can benefit from participating in public/private partnerships to develop their workforce.



William H. Kolberg
President

This Guide provides valuable information for businesses who are interested in hiring and training qualified workers. It answers three basic questions:

- 1) What services are available to help businesses recruit, train and hire qualified workers?
- 2) What publicly-funded programs provide these services?
- 3) Where can businesses get more information and help to take advantage of these services?

This Guide describes many training and employment programs funded by the federal government and by state governments. Businesses can use these programs to recruit, train, and upgrade the skills of their workers. Information about how to access the services of these programs is also provided.

Programs included in this Guide are the U.S. Department of Labor funded Job Training Partnership Act (JTPA); the U.S. Employment Service; the U.S. Department of Education funded Adult Education Act, and the National Rehabilitation Act; the U.S. Department of Health and Human Services funded Job Opportunities and Basic Skills (JOBS) program; and various state-operated and funded training and employment programs.

ORGANIZATION

The publication is divided into two sections and an appendix. The first section highlights nine publicly-funded employment and training

services available to businesses: 1) recruiting new workers; 2) providing pre-employment training; 3) obtaining tax credits for new hires; 4) providing on-the-job training for new workers; 5) assisting workers before and during layoffs; 6) retraining and upgrading the skills of existing workers; 7) obtaining training and employment assistance for special groups; and 8) obtaining literacy training for workers. For each of these areas, the Guide provides general information about the programs and presents an example of how a company has used the services.

The first section of the publication also contains a checklist designed to help businesses quickly determine which publicly-funded program provides each of the services described.

The second section provides additional information about all of the programs and contains federal, state, and local agency contact information and program directories which businesses can use to access local programs.

The third and last section contains a description of services the National Alliance of Business offers businesses to help them access publicly-funded training and employment programs. A listing of NAB regional offices which provide those services is included in this section. A listing of U.S. Department of Labor Regional offices is also included.

The appendix contains a bibliography listing dozens of publications that offer additional information about government-funded worker recruitment and training programs.

Services For Businesses

This section of the Guide provides an overview of the types of services that are available through publicly-funded employment and training programs. Each brief description identifies federal, state or local programs which provide a specific service for businesses. Examples are provided to illustrate how large and small companies are taking advantage of the services.

I. RECRUITING NEW WORKERS

The U.S. Department of Labor's Bureau of Labor Statistics current projections indicate 18 million new jobs will be created by the year 2000. Most of this job growth will occur in occupations with higher skill requirements. While the number of new jobs will increase, projections indicate that labor force growth will slow between now and the year 2005 compared to the previous 15-year period.

As a result of this slowing in labor force growth and demographic changes, many businesses are investing additional resources to find and screen potential new employees. Businesses are also finding an increased need to provide training for less qualified entry-level workers. To meet these needs, businesses can take advantage of a variety of no cost recruitment methods, including services offered by Job Training Partnership Act (JTPA) programs in their communities and local Employment Service (ES) offices. In over 600 local jurisdictions, JTPA programs are successfully helping businesses to find and hire qualified workers. An example of such a relationship is the Federal Metal Company in suburban Cleveland, described in **Case Study #1**.

In addition to working with JTPA to find, train, and hire new workers, many businesses take advantage of the public Employment Service.

CASE STUDY #1

BENEFITING FROM JOB TRAINING PARTNERSHIP ACT PROGRAMS FEDERAL METAL COMPANY

The Cleveland Job Training Partnership Act Program (called "Cleveland Works") helps employers fill job vacancies. According to its Executive Director, David Roth, "Over 350 employers in the area have hired skilled, dependable graduates from Cleveland Works' training program into full-time jobs. As a result, more than 3,000 men, women and children are no longer on public assistance and are living a better life."

Over the past two years, the Federal Metal Company has hired nine people who were screened and referred by Cleveland Works. Located in Oakwood Village Ohio, the Federal Metal Company's 38 hourly employees produce brass and bronze ingots which are sold to

foundries for making bearings, gears, and other parts. According to William Kordish, the company's Vice President and General Manager, "A representative from Cleveland Works visits our company often and knows exactly what we're looking for—the time we save is really incredible."

Each of the potential employees referred to the company by Cleveland Works receives at least eight weeks of job preparation training, at no cost to the employer. This training includes English, math, reading, business machine operation, and other training as needed. According to Kordish, "Of the nine people hired through Cleveland Works over the past 18 months, five have worked their way to the top pay level for their job."

The Employment Service is a joint effort of the U.S. Department of Labor and 54 affiliated State Employment Security Agencies and their network of over 1,700 local offices.

Over 18 million people register for employment with local Employment Service offices each year. These local offices refer about seven million job seekers to interviews with businesses who list job openings with the Employment Service. Over three million persons (more than 40 percent of those referred to businesses) are placed in jobs annually. The National Loan Servicer, as noted in **Case Study #2**, has established a very productive working relationship with a local Employment Service office.

II. PRE-EMPLOYMENT TRAINING

As the entry-level labor pool continues to shrink, the availability of skilled entry-level workers is expected to decline. The result—a growing number of new workers will be recruited from populations with fewer skills and less work experience.

The federal government provides significant funding for programs through the Job Training Partnership Act and the Carl Perkins Vocational Education Act. These programs provide pre-employment training in basic and occupational skills for workers.

Job Training Partnership Act programs offer a wide variety of pre-employment services for businesses. Of the 1.2 million adults and youth who receive employment-related services under the main training component of the program, over one-third receive pre-employment occupational skills training. Other program participants receive job search assistance, work experience, and other services. JTPA programs spend an average of over \$4,000 for each adult program participant who undergoes pre-employment training and is subsequently hired through the program.

Vocational education programs (many are funded by the Carl Perkins Vocational Educa-

CASE STUDY #2

LOCAL EMPLOYMENT SERVICE WORKING AS A TEAM NATIONAL LOAN SERVICENTER

The National Loan Servicer is a 160-person company that specializes in servicing non-performance mortgage loans. The National Loan Servicer has significantly reduced its advertising and recruitment costs by working closely with staff of the local Employment Service. According to Keith Greene, the company's Personnel Director, "We've been quite impressed with the quality of the potential workers that are referred to us from the Employment Service."

Greene notes that a marketing representative of the Employment Service made an initial visit to the company, met with company managers, and learned about the staff needs of the company. Greene points out, "We fill a large number of our vacancies through the Employment Service. They perform a lot of interviewing and testing potential employees and provide us with test results. This ensures that the clients they refer to us meet our qualifications."

Not only does the National Loan Servicer save time and money by working with the local Employment Service office to screen job applicants, the Employment Service also helps the company take advantage of the Targeted Jobs Tax Credit (TJTC) to partially compensate the company for the increased cost of training some new hires. According to Greene, "The Employment Service has explained how the tax credit works and Employment Service staff let us know if a potential worker is eligible." Greene also points out, "Through the TJTC program, we hire a lot of people who, with some extra training, can get the job done—and we get a tax break to help us absorb the cost of the extra training."

tion Act) can also be a great asset to businesses who need well qualified new workers. Carefully structured vocational education programs emphasize both practical and theoretical skills in a setting where students, businesses, and educational institutions work

together. The best programs involve a blend of vocational and academic courses. Employer involvement is essential in adding relevance to publicly-funded pre-employment training (e.g., through assistance in curriculum development, establishing selection criteria, providing

training sites, placing job orders, and other activities).

Marriott Corporation (**Case Study #3**) and Branch Electric Company (**Case Study #4**) are examples of a large and a small company that have taken advantage of publicly-funded pre-employment training services.

CASE STUDY #3

TAKING ADVANTAGE OF FEDERALLY FUNDED PRE-EMPLOYMENT TRAINING MARRIOTT CORPORATION

Pathways to Independence is a three month program operated by the Marriott Corporation in three cities—Atlanta, Georgia; Charleston, South Carolina; and Anaheim, California. The program is supported with funds provided by the Job Training Partnership Act. Through the program, JTPA participants not only receive job specific training but they also receive instruction in a wide variety of social skills such as teamwork, building self-esteem, job-retention skills, and how to handle personal finances. These social skills help ensure that once hired, these employees will succeed.

According to Frank Nerney, Manager of Community Employment and Training Programs for Marriott, "Because many economically disadvantaged individuals lack familiarity with the world of work and the skills required to succeed, Marriott works closely with the Job Training Partnership Act system to help train these people." "Once they receive pre-employment training, these workers are just as productive as other hires," according to Nerney.

Managers at Marriott believe that their pre-employment training efforts are important in preparing people not just for jobs in the hospitality industry, but for long term careers. Nerney notes that Marriott's corporate philosophy has always been, "If we take care of our employees, they will take care of our customers." Nerney explains, "Through the years, the needs of employees may change, but by developing innovative programs like Pathways to Independence which address these needs, we can maintain our leadership in the hospitality industry."

III. TAX CREDITS FOR NEW HIRES

Demographic projections indicate that businesses will have a smaller, more diverse labor pool from which to recruit and hire. As a result, the federal government provides tax incentives to businesses to recruit, hire, and train workers who, without these incentives, might not be considered for available jobs.

The Targeted Jobs Tax Credit specifies amounts that can be claimed by businesses against wages paid to eligible workers. It also specifies the minimum length of time that a worker must be retained before the credit can be claimed.

Once a decision to hire has been made, an employer only needs to refer the applicant to a certifying agent, usually the local Employment Service. The certification or a request for it must have been obtained, in writing, on or before the date the employee starts to work.

Over the past 13 years, both large and small businesses have claimed an estimated \$4.5 billion in tax credits under the program. More information about the tax credit is included in section two of this publication. Also, the National Alliance of Business' publication, *The Targeted Jobs Tax Credit: The Tax Break That's Easy to Take*, provides detailed information about how to use the tax credit program.

Some businesses, like the Dayton Hudson Company (**Case Study #5**), have made extensive use of the tax credit to offset the costs of hiring and training new workers.

CASE STUDY #4

USING VOCATIONAL EDUCATION PROGRAMS BRANCH ELECTRIC SUPPLY COMPANY

Branch Electric Supply Company, an electrical distributor in the Baltimore-Washington area that employs 325 people in 15 locations, has a long history of working with students and teachers in local vocational education programs.

The company's involvement starts with hosting an annual open house for vocational education teachers and counselors. The open house allows members of the vocational education system to learn about the company and to discuss hiring needs.

Branch Electric staff provide 25 hours of structured weekly pre-employment work and training opportunities for several vocational education students each year. Students work in the areas of human resources, purchasing, and customer relations. According to Dr. Susan Levering, Director of Human Resources for Branch Electric, "We often rely on these students to fill orders for our customers. Throughout their training, they work closely with Branch Electric employees and they are eligible to participate in any training programs we offer our regular employees." According to Levering, "This

program is a bridge between what our company needs and what our local schools produce."

Levering explains, "This is a very structured pre-employment program. Not only do we work closely with teachers, but our supervisors go to the schools and work with parents to help prepare these young people for opportunities after they graduate."

Branch Electric offers pre-employment training for between 12-20 vocational education students each year. According to Levering, "We really rely on these students. In the beginning they take a lot of time to train, but once we get them to the point where they recognize their value as a worker, they begin to take themselves and their careers very seriously."

Branch Electric staff start working with vocational education students the summer before they begin their senior year in high school. "We have a number of people in our company who started out this way. We think of it as careers without college," says Levering, who works closely with numerous vocational education programs and sits on three business/vocational education advisory councils.

CASE STUDY #5

USING TARGETED JOBS TAX CREDIT TO OFFSET TRAINING COSTS DAYTON HUDSON COMPANY

The Dayton Hudson Company operates 770 large retail stores located in 33 states throughout the country employing over 170,000 people. Personnel managers at Dayton Hudson's stores are encouraged to recruit a portion of their new workers from organizations that serve economically disadvantaged people and people with disabilities who face employment barriers. The company believes that, in many cases, these barriers can be overcome by providing extra training. In order to offset the cost of this additional training, Dayton Hudson personnel managers work with local Employment Service offices and community-based organizations to take advantage of the Targeted Jobs Tax Credit.

Over the past two years, Dayton Hudson has

hired thousands of TJTC-eligible workers. According to Susan Oven, the company's TJTC Manager, "The tax credit allows us to tap into a source of good employees that we might otherwise miss." Oven further explains, "We have found that when we recruit and provide extra training for people with disabilities, they become efficient and dedicated employees who stay with our company longer. This means lower turnover rates which saves us money." The company operates a special TJTC office at its Minneapolis headquarters to assist Dayton Hudson personnel managers throughout the country with recruitment efforts and the paperwork required to take advantage of the tax credit.

IV. ON-THE-JOB TRAINING FOR NEW WORKERS

As businesses increase their emphasis on product quality and preventing mistakes, structured on-the-job training becomes a key element in enhancing competitiveness. This is especially true in firms that have spread responsibility and authority throughout their company hierarchy.

On-the-job training (OJT) is a publicly-funded service provided by federal and state employment and training programs for job applicants who have some work experience, but may need additional skills training that can be provided in the work-setting. Businesses are usually reimbursed by these programs for some portion of the cost of training eligible new hires on-the-job. Generally, these programs are offered to businesses on a contract basis for periods not exceeding six months. Many programs have minimum wage floors based on local skilled wage rates for writing OJT contracts with businesses.

For decades, the federal government has provided funds to states to support business operated on-the-job training programs that help individuals succeed in the private sector. Of the 1.2 million youth and adults who receive services under the Job Training Partnership Act's basic training block grant each year, about 22 percent receive on-the-job training services. Millions of dollars in JTPA funds are used annually to compensate businesses for a portion of the costs associated with providing this training.

Reimbursement for on-the-job training costs with JTPA funds can be a great benefit for businesses who are willing to design and operate quality OJT programs. Power Packaging, Inc. of California is an example of an employer which achieved significant savings by working collaboratively with the local JTPA program. More information about JTPA funding for on-the-job training is provided in the appendix of this Guide.

V. SERVICES BEFORE AND DURING LAYOFFS

As businesses continually adjust to changing economic conditions, consumer preferences, and international competition, some companies find it necessary to layoff large numbers of workers. Through a variety of innovative programs, federal and state governments assist these companies and their former employees by providing training, job search assistance, and other services. These help people who lose their jobs due to layoffs (often referred to as "dislocated" workers) prepare for new careers or find new jobs.

The General Electric Aerospace program (described in **Case Study #7**) is an example of a special initiative for a large group of workers who are about to lose their jobs because of reductions in the defense industry. The GE program is supported by funds administered by the U. S. Secretary of Labor that are used to respond to large-scale dislocations which have national impact.

In addition, hundreds of similar programs that help other groups of workers laid off because of plant closings are funded by Title III of the Job Training Partnership Act, also known as the Economic Dislocation and Worker Adjustment Assistance (EDWAA). These programs are administered by the states and designated local organizations.

The highlighted description of the Dislocated Worker Center in Tennessee (**Case Study #8**) is an example of one such program. EDWAA provides a comprehensive approach to serving dislocated workers that includes rapid response classroom training, on-the-job training, job search assistance, and other job-preparation services. More than \$500 million is available for these programs each year. Additional information about EDWAA programs is provided in section two.

CASE STUDY #6

USING PRIVATE INDUSTRY COUNCIL SERVICES FOR FREE RECRUITMENT AND TRAINING ASSISTANCE POWER PACKAGING, INC.

When Power Packaging, Inc., a 100-person warehousing and distribution company, built a new facility in Stockton, California, management turned to the local Private Industry Council to help recruit workers for the new plant and work together to design on-the-job training for the new workers. According to Dan McNutt, Location Manager for Power Packaging, "Even as our plant was being built, the PIC invited us into their facility to work together to design recruitment and on-the-job training programs." Jay Baker, Employment Services Division Manager of the Stockton PIC adds, "Power Packaging sent us a detailed description of their needs. We put together a recruitment and training plan and set up individual on-the-job training contracts for each employee."

Working with the PIC, Power Packaging managers set up classroom training sessions and designed a 60-day on-the-job training program for new hires. McNutt explains, "We broke the jobs down into their basic components and designed a training program that addressed each of the components. The new trainees worked in groups of 10 with our managers. We gave written examinations for some of the jobs after the training."

As employees were hired, the company sent an extra team of supervisors to the facility to help with the on-the-job training. According to McNutt, "More companies need to realize that this kind of assistance is offered. Working with the PIC has saved us a lot of time and money." Power Packaging, Inc., has also used PIC services at its facilities in Illinois and California.

CASE STUDY #7

TAKING ADVANTAGE OF JTPA DISLOCATED WORKER PROGRAM FUNDS GENERAL ELECTRIC AEROSPACE

General Electric Aerospace is receiving funds to assist with a major restructuring of its Philadelphia area component as a result of anticipated lower levels of defense spending and the company's decision to streamline operations to remain competitive.

The U. S. Department of Labor recently awarded a \$750,000 Defense Conversion Adjustment Grant to assist workers affected by downsizing at General Electric Aerospace. The funds are being administered by the Job Training Partnership Act dislocated worker program serving the Philadelphia area and are being used to provide services to over 300 General Electric employees in a five-county region. These services include job search assistance, financial and personal assessment counseling, various support services, and occupational skills retraining. The laid off GE Aerospace employees targeted for assistance are a mix of professional and production employees.

The effort to obtain this federal assistance was the result of a partnership between GE Aerospace, the Pennsylvania Department of Labor and Industry, and the Philadelphia Private Industry Council (PIC). According to Doug Curley, Manager of Employment Transition for General Electric Aerospace, "This grant clearly shows what can happen when private industry and all levels of government work together."

Curley believes that cooperative relationships are the key to a successful program, noting, "We have established excellent working relationships with the Philadelphia Private Industry Council. The PIC will work with our GE Career Continuation Center to provide support for our people in various GE complexes in the Philadelphia area."

CASE STUDY #8

HELPING TENNESSEE COMPANIES RETRAIN AND PLACE LAID-OFF EMPLOYEES JTPA DISLOCATED WORKER CENTER

When businesses in a multi-county area in Tennessee are forced to layoff employees, they look to a special Dislocated Worker Center for help. The center provides worker retraining programs as well as job search and placement services.

Located at Columbia State Community College in Columbia, Tennessee, the Center began operations July 1991 in response to multiple layoffs which affected between 2,000 and 2,500 workers. Before laying off workers, local firms contact the Center, which, in turn, sets up meetings with plant managers, center staff, community-based organizations, and employees to provide information about the full range of training, placement, and support services available. According to the Center's Manager, Gayle Steber, "As soon as we are notified about a layoff, our state Department of Labor's rapid response team pulls together a number of agencies that can help these workers. Companies in our area have been extremely receptive to us when we come on site to meet with their people.

They are very anxious for us to help them."

The Center combines basic education and retraining assistance with special services of the local Employment Security office which has a staff person located at the Center. Dislocated workers who do not need additional education or new skills may enroll in the Employment Security office's "Job Search the Right Way" course which includes instruction in resume preparation and job acquisition skills (how to interview, fill out applications, write cover letters, etc.) For job-ready workers, Employment Security staff cannot only provide listings of jobs within the state but throughout the nation as well, via an interstate job bank system.

The Center continually reviews employer surveys to help determine what jobs are available and what skills are needed by local employers. Since the Center began operations in July of 1991, over 500 dislocated workers have received assistance or are in the process of receiving services.

VI. RETRAINING AND UPGRADING THE SKILLS OF EXISTING WORKERS

As U.S. companies focus their efforts on becoming more internationally competitive, they often introduce new technology or design new production and quality control systems. These initiatives result in the need to retrain and upgrade the skills of existing workers.

Many states are giving workforce skills development a prominent place in their growth strategies as part of their efforts to attract new companies and help existing companies to retrain their workers. In almost all parts of the country, state industrial extension programs can help firms identify their training needs and obtain funds to implement retraining programs.

Almost all states operate one or more company customized training programs. The funding level for operating these programs varies widely

from state-to-state, from about \$50,000 in Vermont to over \$116 million in California. Most states provide funds ranging from \$1 million to several million dollars.

Washington state's Job Skills Program (JSP), highlighted in **Case Study #9**, is an example of similar state programs throughout the country. JSP supports short-term, customized training programs for businesses in the state, entry-level training for new or expanding businesses and skill upgrading and retraining for existing employees. The Tree Top Company experience is an example of how businesses can be assisted by JSP.

In addition to taking advantage of programs like the Job Skills Program, many businesses have established cooperative relationships with their local public education system or community college to take advantage of vocational educa-

tion programs that offer industry-specific training. Between two-thirds and three-quarters of community colleges and vocational-technical institutes throughout the country provide such customized training for businesses.

Adult education programs, such as the one supported by Unifi, Inc., (shown in **Case Study #10**) offer businesses a way to upgrade the skills of their workers at a significantly reduced cost. About 15 percent of all U.S. adults participate in adult education courses in any year, and about two-thirds of these individuals

CASE STUDY #9

USING JOB SKILLS PROGRAM GRANT TO RETRAIN WORKERS FOR QUALITY CONTROL TREE TOP COMPANY

A few years ago, the management at Tree Top, a food processing company in the Yakima Valley in Washington state, recognized the need to retrain its production workers to take responsibility for controlling the quality functioning of their production lines. Tree Top managers recognized that if the company was to succeed in the years ahead, it needed to implement a factory-wide quality program using Statistical Process Control techniques. This also required implementation of a new computerized inventory system. In order to initiate Statistical Process Control, employees had to be retrained.

Tree Top managers needed to retrain 350 workers and contacted Yakima Valley Community College for help. Together, they applied for and received a \$200,000 Job Skills Program (JSP) grant from the state. The Job Skills Program, similar to many state-funded retraining programs throughout the country, was provided by Washington state's Workforce Training and Education Coordinating Board, which awards grants for job creation or job retention projects. The project has been so successful that a second JSP grant was awarded to continue the training for an additional 388 Tree Top employees.

CASE STUDY #10

WORKING WITH COMMUNITY COLLEGES TO UPGRADE WORKER SKILLS UNIFI, INC.

Unifi, Inc., a textile manufacturing company with several facilities in North Carolina employing approximately 5,000 people, is the largest employer in Rockingham County. In an effort to upgrade the skills of its employees, the company sponsors a voluntary employee education renewal plan in conjunction with Rockingham Community College and other local community colleges.

The plan has four levels. The first level offers certain employees incentive bonuses for improving their basic reading and writing skills through courses provided by the community college. The second level offers bonuses for employees who work toward obtaining a GED. The third level of the plan provides bonuses for those employees who earn either a GED or a high school diploma, and the fourth level provides incentive bonuses to employees for post-secondary accomplishments (i.e., taking post-secondary instruction, obtaining a technical degree, Associate's degree, or four-year college degree).

As part of the plan, the company operates Unifi Adult Education Centers at its facilities and has established relationships with community colleges to provide on-site assessment and training. Employees may also take courses at the community colleges.

According to Dan Moore, corporate training manager for Unifi, Inc., "Our company's goal is to upgrade the skills of our workforce." Company officials are quite pleased with the number of employees taking advantage of the education renewal plan. Moore summarizes the company's view on skills upgrading by pointing out, "At Unifi, we believe that a higher level of education improves the capabilities of each individual, and this, in turn, builds a stronger company."

The company's interest in upgrading the skills of its employees has resulted in increasing the computer skills, communication skills, problem solving skills, and written and oral communication skills of many company employees.

take courses for job-related reasons. Worker skills upgrading efforts are generally supported through state and local initiatives. Over 46 states have such initiatives in place.

More information about state-financed worker training and upgrading programs is provided in SECTION TWO.

VII. CUSTOMIZED TRAINING AND PLACEMENT SERVICES FOR INDIVIDUALS WITH DISABILITIES

Many businesses are taking advantage of National Rehabilitation Act sponsored Projects With Industry (PWI) programs to recruit, hire and train workers with disabilities. Funded

CASE STUDY #11

USING FEDERAL PROJECTS WITH INDUSTRIES GRANT TO PROVIDE CUSTOMIZED TRAINING FOR HARDEES RESTAURANTS TRI-COUNTY INDUSTRIES

Tri-County Industries, a work-oriented rehabilitation facility located in Rocky Mount, North Carolina, was awarded a Projects With Industries Grant (PWI) from the U.S. Department of Education in conjunction with Hardees (Roy Rogers restaurants) and Fast Food Merchandisers (FFM). The grant is to develop and deliver customized training that results in the employment of people with disabilities. Known as the "Capabilities" program, the project is to:

- develop and publish curricula and methods for providing customized training for eligible individuals;
- employ at least 2,000 persons with disabilities over a five-year period;
- establish a network of agencies and service providers;
- provide technical assistance to other organizations; and
- create and expand public awareness of disability and rehabilitation issues.

The program operates in North Carolina and, it is anticipated that if successful, the program will eventually operate nationwide in the over 4,000 Hardees restaurants and FFM facilities.

According to Thomas G. Harrison, Project Director for Tri-County Industries, "Hardees, our corporate partner, is sincerely interested in employing people with disabilities." Harrison also points out that Black and Decker, Northern Telecom, Sarah Lee, Abbott Laboratories, and other local companies have benefited for years by

recruiting, training, and hiring people with disabilities.

Harrison explains, "Through the Projects With Industries program, we hope to bring at least 2,000 people with disabilities into the mainstream of American life through training and placement in competitive employment. These people will become taxpayers rather than tax users."

Another Tri-County Industries/Hardees project funded by a PWI grant is being implemented in the Fairfax County, Virginia, public school system. Roy Rogers restaurants donated equipment and supplies to the Davis and Pulley Vocational Centers in Fairfax. The equipment and supplies were used to help train students with disabilities for jobs in Roy Rogers restaurants. About 50 people with disabilities took advantage of the training.

The program is administered by Dennis Geremia, Roy Rogers' training supervisor, who works closely with staff of Tri-County Industries. Geremia manages the delivery of hands-on training at the schools for the students and assists with counseling and placement of students who complete the training. Students learn about Roy Rogers operations, including food preparation, maintenance, and hospitality. Following the in-school training, additional training is provided at the restaurant and a job coach is provided by the school system to assist students as needed. According to Harrison, "The Fairfax County program is an excellent example of how a PWI grant is providing customized training for Hardees."

through a variety of sources (U.S. Department of Education, Job Training Partnership Act, and state and local funding), the PWI program provides opportunities for competitive employment for people with disabilities. The PWI programs involve community-based and disability organizations, and businesses, in local, state and regional partnerships. These programs offer customized training that enables potential employees with disabilities to meet employer requirements.

There are 113 Projects With Industries programs operating nationwide with funds totaling over \$19 million. One of the largest projects is being operated by Tri-County Industries of Rocky Mount, North Carolina (as described in **Case Study #11**). Details about the Projects With Industries program are provided in SECTION TWO.

VIII. LITERACY TRAINING FOR NEW AND EXISTING WORKERS

Many of the nation's businesses are taking advantage of several programs to improve basic literacy, especially federally-funded literacy programs.

Both the Job Training Partnership Act and the Job Opportunities and Basic Skills Act can provide basic skills training to job-seekers who are eligible for their services and need this assistance. Workers who are facing permanent layoffs may also be eligible under JTPA for basic skills training as part of an overall

preparation for transition to new employment.

Congress passed the National Literacy Act of 1991 to expand federal aid to programs to reduce illiteracy throughout the nation. In introducing the Act, Congress noted that almost 30 million adults in the United States face serious problems because of the lack of literacy and these problems could ultimately affect the economic well-being of the nation's economy.

The Act provides funding for adult education programs and basic skills services to states. States can allocate those funds to local organizations based on plans developed within the individual state. Many states are using their adult education funds to directly support companies' workplace literacy grants. Others are providing support to education agencies, non-profit organizations and literacy organizations to provide basic adult education, English as a second language, and GED preparation. These programs are supported locally by aggressive outreach efforts to the business community.

The Act also provides funding for a National Workplace Literacy Demonstration grant program which provides direct grants to partnerships between education agencies and private organizations to develop and deliver literacy services to adults. The collaborative effort by the Chrysler Corporation, United Auto Workers, and the University of Toledo described in **Case Study #12** is an example of such a partnership.

OPERATING A LITERACY PROGRAM

UNIVERSITY OF TOLEDO, CHRYSLER, AND THE UNITED AUTO WORKERS

In Toledo, Ohio, the Private Industry Council coordinated and administered a program in partnership with Chrysler, the University of Toledo's Community and Technical College, and the United Auto Workers that offered basic skills and skill upgrading classes in reading, general math, Algebra I and II, writing, GED preparation, and English as a second language for Chrysler employees.

The program was funded by a \$250,000 U.S. Department of Education Workplace Literacy Grant. Chrysler and the United Auto Workers provided a cash match of \$200,000 and in-kind services.

As part of the project, Chrysler established the "Learning Assistance Center" where workers with low literacy levels could talk to a representative of the University of Toledo to obtain information about their educational needs and take advantage of computer-assisted instruction.

The Toledo site facility includes two assembly plants and one stamping plant. Classes were held on site and on the employees' own time and were offered around the clock to accommodate the needs of workers on all three shifts. The plant offered classes 16 hours each day, five days a week, and expanded some offerings to include health management, a personal computer awareness class, and an introduction to microprocessors class.

According to Jerry Huber, Plant Manager of the Jeep Assembly Complex in Toledo, "There is an ever increasing demand for competitiveness in our business. We realize that although the average age of our employees is only 37 years old, the workforce that we have today is the workforce that will take us into the 21st century."

The assembly plant's in-house education and training program includes literacy and technical skills training that ranges from a GED program through an Associate Degree program with courses taught by the staff of the University of Toledo and Owens Technical College. According to Huber, "Our objective is to do as much as we can in-house. In addition to a literacy program, we wanted to provide a motivational tool for our employees. We needed to offer a wide-range of curricula that would appeal to all of our employees."

About 84 percent of the plant's workers have taken training programs over the past three years, with a 76 percent success rate in the GED program and in the basic skills program. According to Huber, "We also went out into our workforce and found people with high levels of skills who wanted to teach other employees how to read. We formed one-on-one support groups with our employees."

Huber points out that as a result of the program, plant-wide absenteeism runs about 1-1/2 percent better than industry standards. Huber notes that employees do not want to miss work because they do not want to miss class.

Huber believes, "The workforce now has become much more a part of the organization here. Not only are we learning how to make jeeps better, but by investing in our employees, we're equipping them to more adequately address the challenges that we will all face in the years ahead." Huber points out that the program is best summarized by one Chrysler employee who said, "Jeep is not only a way to earn, it is a place to learn."

A Summary Of Selected Publicly-Funded Programs

This section contains brief descriptions of each of the major programs discussed in the preceding employment and training services section. Businesses may use these programs as sources of recruiting, hiring, and training new employees, and in some cases, upgrading the skills of current workers. For additional information on each of these programs, a listing of contacts is provided in the resource directory that follows this section.

I. JOB TRAINING PARTNERSHIP ACT PROGRAMS AND PRIVATE INDUSTRY COUNCILS

With several billion dollars each year in federal funding, the Job Training Partnership Act (JTPA) authorizes a variety of programs. These programs prepare people who lack the financial resources to obtain training or sufficient education to succeed in the labor market (those legally defined as "economically disadvantaged"). They also aid workers who have lost their jobs because of plant closings or mass layoffs ("dislocated" workers) in finding new employment. JTPA programs offer businesses services that include help with recruiting new workers, pre-employment training, on-the-job training, and dislocated worker services.

JTPA programs are a partnership at the local level between business and government. The body that oversees the local programs is the Private Industry Council. Private Industry Councils are business-led organizations that help develop the plans to allocate funds to provide local training and employment services. These include services helping businesses design and deliver customized training to new

eligible hires, obtain information about tax credits for certain new employees, and help set up basic literacy training for JTPA eligible workers.

Private Industry Council members represent business, education, labor, rehabilitation, and economic development agencies, community-based organizations, and the public employment service. Over half of the members serving on each Private Industry Council represent the business community.

JTPA Basic Training and Employment Services.

JTPA's basic block grant program (Title II-A) provides employment and training services to approximately one million economically disadvantaged adults and youth per year. These services include classroom-based and on-the-job occupational skills training, job search assistance, work experience, remedial education, supportive services (e.g., child care, and transportation allowances), and other types of job-preparation assistance, including placement, pre-employment skills counseling, vocational counseling, personal counseling, and assessment services. For each of the individuals who receive JTPA services, and subsequently enters employment, the federal government invests over \$4,000, on average, in training and job preparation costs.

Summer Youth Employment Programs.

Businesses can also take advantage of JTPA's summer youth programs. The federal government invests over half a billion dollars annually in the summer program which provides public sector jobs, basic education, and skills training to over 500,000 economically disadvantaged young people.

JTPA Dislocated Worker Services. JTPA services for dislocated workers are provided under the Economic Dislocation and Worker Adjustment Assistance (EDWAA) program. Initiated in July of 1989, EDWAA redirected federally-funded efforts to assist workers who have lost their jobs because of plant closings or layoffs. These services can be quite helpful to businesses who are forced to downsize operations or close plants and facilities.

Services range from basic readjustment assistance for laid-off workers to long-term retraining and payments to workers who are receiving new training. In some areas, EDWAA's rapid response component provides state and local staff to help businesses respond quickly to training and employment needs of dislocated workers. In addition to the general funding of local EDWAA programs, businesses, working with organizations that provide training and employment services for laid-off workers, can obtain special grants to assist dislocated workers through the U. S. Secretary of Labor's special discretionary fund. EDWAA dislocated worker funds and services can be accessed through local Job Training Partnership Act programs.

Over \$400 million in EDWAA funding is available for basic dislocated worker programs throughout the country. Over 280,000 dislocated workers are serviced annually by the program and half those served are placed in new jobs. The U. S. Secretary of Labor's discretionary grants provide over \$100 million in funding. Federal funds average just under \$1,400 for each program participant.

How to Access JTPA Programs Locally

Businesses can directly access a number of services through JTPA. These include recruitment and screening of new workers, on-the-job (OJT) training reimbursement programs, customized skill training for new hires, summer youth hires, and dislocated worker assistance.

Businesses can place job orders with their local JTPA agency specifying their hiring needs and

requirements, and receive referrals of eligible applicants. Many agencies also sponsor or participate in job fairs for businesses.

Businesses with hiring needs for skilled jobs can often work with the local Private Industry Councils to develop customized training programs to train the workers they need. To do so, businesses may need to develop a training proposal and submit it to the Private Industry Council for funding consideration. Training costs covered can include costs of instructors, training facilities, instructional materials, and supplies. Participants in the program must be certified as eligible for JTPA. Businesses may also need to sign an agreement with the agency in order to receive funding.

Reimbursement for OJT training costs can be an important benefit for businesses who are willing to develop and operate quality OJT programs using new workers referred by JTPA.

JTPA staff work closely with businesses to develop detailed contracts for delivering OJT services. These contracts describe the training required to master particular skills and provide benchmarks for monitoring the quality and progress of the OJT. Businesses should also be prepared to work with JTPA staff during periodic on-site visits where supervisors, managers, and OJT participants meet to check progress and resolve any problems that might arise.

A successful OJT program requires a carefully structured training plan. A quality OJT effort begins with a thorough assessment of a potential on-the-job training candidate's training needs and employment barriers. This assessment should include a detailed training outline in which the employer and the local JTPA program work together to ensure that JTPA applicant's current skills are matched with the specific skills needed by the employer.

Most JTPA services are managed by local organizations. A listing of such organizations can be found in the free JTPA Directory published by the National Association of Counties (see the Resource Section of this Guide).

Businesses can find these services by contacting the local administering agency and identifying the service desired, e.g., recruitment and screening of new workers, on-the-job training, customized skills training, or dislocated worker transition assistance. The majority of these services are available on a non-competitive basis.

More information about JTPA can be obtained from the U.S. Department of Labor, the National Alliance of Business, or the National Association of Private Industry Councils. (Please see the Resource Section of this Guide.)

II. JOB OPPORTUNITIES AND BASIC SKILLS PROGRAM

The Job Opportunities and Basic Skills (JOBS) program was implemented in 1988 as part of the Family Support Act to help people who receive Aid to Families with Dependent Children obtain jobs. Administered by the U.S. Department of Health and Human Services, the JOBS program provides welfare recipients with a broad range of services and activities, including educational activities, job skills training, job readiness preparation, job development and placement, and support services such as child care.

Organizations at the local level which operate JOBS programs work closely with businesses to learn about the skills and abilities needed by local businesses, and to provide appropriate training to program participants. Services provided by the JOBS program are also coordinated locally with JTPA programs and services. Businesses seeking qualified workers can get information on how to benefit from federally-funded training investments for JOBS participants by contacting their state JOBS program office.

The federal government has provided over \$800 million to date for JOBS training and employment services.

How to Access JOBS Programs Locally

Job Opportunities and Basic Skills Programs may be administered by a state welfare agency, or through arrangements with JTPA administrative agencies, state and local education agencies, or other public or private organizations. For information on how to access the JOBS program in your state, contact the National Alliance of Business at the special technical assistance number listed in the Resource Section of this Guide. More information on JOBS can be obtained through the U.S. Department of Health and Human Services, or the American Public Welfare Association, both listed in the Resource Section of this Guide.

III. EMPLOYMENT SERVICE

The Employment Service is a joint effort of the U.S. Department of Labor and 54 affiliated State Employment Security Agencies and their network of over 1,700 local offices nationwide. Each year, over 18 million people who register with local offices of the public Employment Service receive a variety of employment-related services.

Although many businesses have a working knowledge of the Employment Service, not all businesses are aware of the full range of services offered. These services include, testing, counseling, workshops in job search techniques, instruction in resume writing, interviewing techniques, job fairs, labor market information, job analysis for restructuring jobs, outplacement assistance, and specialized recruitment to meet affirmative action plans.

Local employment service offices refer over seven million jobseekers annually to interviews with businesses who list job openings. More than 40 percent of these referrals to businesses are hired. In most cases, businesses with job vacancies can list job orders with a local Employment Service office by telephone. In many areas, job orders can also be placed in an automated national job bank which makes job openings known to jobseekers throughout the country. This is especially helpful when job openings cannot be filled locally.

How to Access Local Employment Service Offices

Each Employment Service office has staff designated to work with local businesses both in taking job orders and in designing special employee recruitment programs for businesses. Contact your local Employment Service or "Job Service" office for more information, or contact the U.S. Department of Labor at the numbers listed in the Resource Section of this Guide.

IV. TARGETED JOBS TAX CREDIT

The Targeted Jobs Tax Credit (TJTC) program provides a tax credit toward federal income tax liability for businesses who hire workers from nine special groups. The credit is available to help businesses who hire certain individuals who are members of disadvantaged groups offset the costs of their training. The special groups are:

- Economically disadvantaged Vietnam-era veterans.
- Disabled veterans and other disabled persons referred by Veterans Administration programs or state vocational rehabilitation agencies.
- Youth aged 18 through 22 from economically disadvantaged families.
- Youth aged 16 through 19 in a cooperative education program who belong to an economically disadvantaged family.
- Summer youth aged 16 or 17 who are economically disadvantaged and who are employed between May 1 and September 15.
- People who receive Aid to Families with Dependent Children support.
- Supplemental Social Security Income recipients.
- General Assistance recipients.
- Economically disadvantaged ex-offenders.

For most of these groups, businesses can claim a credit of 40 percent of the first \$6,000 of the

employee's first year wages, for a maximum credit of \$2,400. Businesses can claim a credit of 40 percent of wages up to \$3,000 for a maximum credit of \$1,200 for economically disadvantaged summer youth they hired.

Taking advantage of the tax credit is simple. At the end of the year, businesses need to submit only a single-page IRS form required to claim the credit for new hires who have been certified as eligible for the program.

In most communities, local employment service offices can certify that individuals meet one of the TJTC eligibility criterion. Employment Service offices can also refer potential workers to businesses who are, in effect, pre-certified as an eligible target group member. These prospective workers will have "vouchers" that the employer can use to activate the tax credit through a formal request for certification.

Local Employment Service offices issued over 700,000 vouchers to TJTC eligible individuals in one year, and businesses have claimed the tax credit for nearly 450,000 individuals hired through the program over the same period.

How to Access the Targeted Jobs Tax Credit

Contact your local Employment Service office for the most up-to-date information. Businesses can request a copy of the National Alliance of Business' publication, *The Targeted Jobs Tax Credit: The Tax Break That's Easy to Take* which provides detailed information about how to take advantage of the Targeted Jobs Tax Credit.

V. PROJECTS WITH INDUSTRY PROGRAM

The Projects With Industry (PWI) grant program was established by the federal government under the Rehabilitative Act of 1973. The purpose of this Act is to promote employment opportunities for individuals with disabilities by involving the private sector as a partner in training and placement efforts. Eligible applicants for PWI grants include: businesses;

designated state organizations; labor organizations; industrial or community trade associations; rehabilitation facilities; and other agencies or organizations that can arrange, coordinate, or conduct training and other employment programs, and provide support services and assistance for individuals with disabilities.

Businesses in partnership with rehabilitation facilities and other agencies can submit proposals for funding to the U.S. Department of Education. The proposal should focus on how the project will provide individuals with disabilities training and employment opportunities. Projects can also be designed by businesses to provide individuals with disabilities the support services needed to continue to be employed.

Businesses can also take advantage of PWI funded projects in their community as a source of recruiting, screening and, in many cases, training new workers. Each project is unique. Some are local in nature and serve all types of disabilities in a geographic area. Other PWIs serve special populations such as persons with visual or hearing impairments. Others focus on a particular industry or type of job. In all cases, there is a Business Advisory Council that provides advice and assistance to the project. In one year alone, over 13,500 persons with disabilities were placed into competitive employment through PWI projects.

How to Access PWI Programs Locally

For more information on PWI grants and to determine if there is a program operating in or near your community, contact the U.S. Department of Education, Office of Developmental Services, Rehabilitative Services Administration, or contact the Inter-National Association of Business, Industry and Rehabilitation listed in the Resource Section of this Guide.

VI. STATE-FUNDED PROGRAMS

As a response to the need for businesses to train new and existing employees, and as an incentive to attract new businesses, almost all states have increased their efforts in recent years to fund special worker training programs. According to the American Society for Training and Development, 46 states offer various state-funded, industry-specific training programs.

In most cases, funds for worker training programs are made available from general state revenue funds and can be coordinated with funds from the Job Training Partnership Act, the Carl Perkins Vocational Education Act, and Community Development Block Grant programs. Although most states provide a few million dollars each for worker training programs, California provides over \$116 million to businesses to support worker training efforts. New Jersey has recently established a program that will provide over \$50 million.

Most state programs provide funds to help businesses operate customized employee training programs. In some cases, the purpose of the funding is to encourage businesses to move into the state, expand operations in the state, or retool their production processes to keep pace with changing technology. Although programs vary widely, some characteristics of most state-funded training programs are:

- They provide funds primarily to the businesses in the manufacturing sector (although some grants are available in some states to businesses in the service, retail, and health care industries).
- They allow train-the-trainer instruction so that businesses can use their own personnel to conduct training.
- They allow training funds to be used for entry-level positions, and in some cases training for supervisors and managers.

How to Access State-Funded Training Programs

Although the administration of these programs varies widely from state-to-state, many programs are located in state economic development offices, state education, or vocational education departments. In some cases, grants are provided directly to businesses based on worker training proposals submitted by the employer.

The American Society of Training and Development publishes a guide that includes a directory of state financed training program officers titled, *New Foundations, State Economic Growth Through Training*.

VII. ADULT EDUCATION

For over a quarter of a century, businesses throughout the nation have taken advantage of education and training funds available through the Adult Education Act. The Act provides grants to states to support programs that assist educationally disadvantaged adults in developing basic skills, and obtaining certification of high school equivalency. The federal government contributes over \$200 million yearly for this program. States contribute additional funds.

Over 3 million people have received services under the Adult Education Basic State Grant program in one recent year. About 69 percent of these individuals received instruction in either basic skills or English as a second language. The remaining 31 percent received high school equivalency instruction. Instruction was provided by 7,300 full-time and 69,000 part-time teachers. In addition, over 90,000 literacy volunteers participated in the program, primarily as tutors.

Services under the Adult Education Act are provided through the public school system, community-based organizations, community colleges, private businesses, churches, and labor unions. In recent years, business involvement has increased significantly as businesses have begun to observe increased productivity as

a result of workplace adult education programs. Hundreds of businesses throughout the country now take advantage of adult literacy activities.

Of particular interest to businesses is the component of the Act that offers discretionary grants for workplace literacy training. These demonstration projects must be designed and operated by partnerships among groups that can include business, labor organizations, Private Industry Councils, local schools, and other organizations. Employment and training agencies and community-based organizations are also eligible for grants under this section of the Act. Services can include adult literacy education; literacy training for adults who have limited English proficiency; updating basic skills to meet the changing needs of the workplace; improving the competency of adult workers in speaking, listening, reading, and problem-solving; and educational counseling, transportation, and child-care services. Grant recipients are required to provide 30 percent of program costs. Over \$19 million is available for grants under this component of the Act, with the average individual grant totaling \$281,000.

How to Access Adult Education Programs

For more information on adult education programs in your community, contact your local board of education, or your state adult education department. For information on the national workplace literacy grant program, contact the U.S. Department of Education, Division of Adult Education Office of Vocational and Adult Education listed in the Resource Section of this Guide.

VIII. VOCATIONAL EDUCATION

The 1990 Carl D. Perkins Vocational and Applied Technology Education Act supports state and local efforts to upgrade the quality of the nation's workforce. Current federal funding for vocational education efforts is over \$1.1 billion, with \$950 million available in block grants to states.

Although funding for vocational education programs is targeted for a wide variety of activities, businesses can work with vocational education providers (generally through local public education systems and community colleges) to obtain skilled workers, receive services to upgrade or retrain existing workers, and receive on-the-job training assistance for new workers.

A relatively new component of the Act — Tech-Prep Education — is of particular interest to many businesses. This component represents a new approach in vocational education that trains students for demanding technical occupations. The training programs begin in the last

two years of high school and include at least two years of postsecondary education. Almost \$90 million is currently available for this component of the Act.

How to Access Vocational Education Programs

For more information about vocational education programs, contact your local board of education, or your state vocational education department. For more information on programs funded under the Carl Perkins Vocational Education Act, contact the U.S. Department of Education.

Employer Checklist

This checklist is designed to assist employers to quickly identify the publicly-funded program(s) that can help them recruit workers, obtain training, or receive tax credits for certain groups of workers hired.

EMPLOYER NEED								
Public Program or Service	Recruiting New Workers	Pre-Employment	Customized Training for New Workers	On-the-Job Training for New Workers	Targeted Job Tax Credit	Upgrading Skills and Retraining	Dislocated Worker Services for Mass Layoffs	Basic Literacy Training
Job Training Partnership Act/Private Industry Councils	Ω	Ω	Ω	Ω	Ω		Ω	Ω
Projects with Industry	Ω	Ω	Ω	Ω	Ω	Ω		Ω
Adult Education	Ω	Ω	Ω	Ω		Ω	Ω	Ω
Vocational Education	Ω	Ω	Ω	Ω		Ω	Ω	Ω
Employment Service / Job Service	Ω	Ω			Ω	Ω	Ω	Ω
Job Opportunity and Basic Skills Program	Ω	Ω	Ω		Ω			Ω
State-Funded Programs	Ω	Ω	Ω	Ω		Ω	Ω	Ω

Resource Directory

This section provides detailed contact information on how to obtain additional information on the various publicly-funded employment and training programs described in this Guide. U.S. Department of Labor Regional Offices and National Alliance of Business Regional Offices are listed at the back of this section for additional assistance.

JOB TRAINING PARTNERSHIP ACT (JTPA) PROGRAMS

- The "JTPA Directory" which lists local JTPA organizations may be obtained from the National Association of Counties: 40 First Street, N.W., Washington, D.C. 20001. Telephone (202) 393-6226.
- General information about JTPA programs may be obtained from the U.S. Department of Labor's Employment and Training Administration: 200 Constitution Avenue, N.W., Suite S2322, Washington, D.C. 20210. Telephone (202) 523-6871 (or refer to the USDOL/ETA Regional Office listing at the back of this section).
- Information about Private Industry Councils may be obtained by contacting the National Association of Private Industry Councils: 1201 New York Avenue, N.W., Suite 800, Washington, D.C. 20005. Telephone (202) 289-2950.
- Information about how business can access various JTPA programs and services may be obtained by contacting the National Alliance of Business: 1201 New York Avenue, N.W., Suite 700, Washington, D.C. 20005-3917. Telephone (202) 289-2905 (or refer to the NAB Regional Office listing at the back of this section).

JOB OPPORTUNITIES AND BASIC SKILLS (JOBS)

- General information about the JOBS program may be obtained by contacting the U.S. Department of Health and Human Services' Administration for Children and Families, Office of Family Assistance: 901 D Street, S.W., 5th Floor, Washington, D.C. 20447. Telephone (202) 401-9200.
- Additional information about JOBS may be obtained from the American Public Welfare Association: 801 First Street, N.E., Washington, D.C. 20002-4267. Telephone (202) 682-0100.
- Information about how business can take advantage of JOBS programs may be obtained by contacting the National Alliance of Business' Office of Human Service Programs: 1201 New York Avenue, N.W., Suite 700, Washington, D.C. 20005-3917. Telephone (202) 289-2849.

EMPLOYMENT SERVICE

- Information about programs and assistance provided by the Employment Service may be obtained by contacting local Employment Service offices, often called "Job Service" offices.
- General information about Employment Service assistance to businesses may be obtained by contacting the U.S. Department of Labor's Employment and Training Administration: 200 Constitution Avenue, N.W., Suite S2322, Washington, D.C. 20210. Telephone (202) 523-6871.

TARGETED JOBS TAX CREDIT

- Specific information about how to use the Targeted Jobs Tax Credit, and vouchers/certifications may be obtained by contacting local Employment Service offices (see the listing under "Employment Service" above).
- Additional information about the Targeted Jobs Tax Credit may be obtained by contacting the U.S. Department of Labor's Employment and Training Administration: 200 Constitution Avenue, N.W., Suite S2322, Washington, D.C. 20210. Telephone (202) 523-6871.
- Detailed information about the Targeted Jobs Tax Credit and sample forms may be found in the National Alliance of Business' publication, *The Targeted Jobs Tax Credit: The Tax Break That's Easy to Take* which can be obtained by contacting the Alliance's Information Service at 1201 New York Avenue, N.W., Suite 700, Washington, D.C. 20005-3917. Telephone (202) 289-2910.

PROJECTS WITH INDUSTRIES PROGRAMS

- Information about PWI grants may be obtained by contacting the U.S. Department of Education's Office of Developmental Programs, Rehabilitative Services Administration: 330 C Street, S.W., Room 3315, Washington, D.C. 20202. Telephone (202) 205-9792.
- Specific information about Projects With Industry initiatives may be obtained by contacting: Inter-National Association of Business, Industry and Rehabilitation (I-NABIR): P.O. Box 15242, 1018 South Carolina Avenue, S.E., Washington, D.C. 20013. Telephone (202) 543-6353.

ADULT EDUCATION

- Specific information about local adult education programs may be obtained by

contacting your local board of education, or state adult education department.

- General information about adult education programs and information about the National Workplace Literacy Grant Program may be obtained by contacting the U.S. Department of Education's Office of Vocational and Adult Education - Division of Adult Education and Literacy: 400 Maryland Avenue, S.W., Switzer Bldg., Room 4428, Washington, D.C. 20202-7420. Telephone numbers are: General Information - (202) 205-5699; Workplace Literacy Programs - (202) 205-9872; and Clearinghouse for publications (202) 205-9996.

VOCATIONAL EDUCATION

- Specific information about vocational education programs at the local level may be obtained by contacting your local board of education or your state vocational education department.
- General information about programs funded under the Carl Perkins Vocational Education Act can be obtained by contacting the U.S. Department of Education's Office of Vocational and Adult Education - Division of Vocational-Technical Education: 400 Maryland Avenue, S.W., Switzer Bldg., Room 4315, Washington, D.C. 20202-7420. Telephone (202) 205-9441.

STATE-FUNDED TRAINING PROGRAMS

- The American Society for Training and Development's (ASTD) guide, "New Foundations, State Economic Growth Through Training" includes a directory of state financed training programs. The American Society for Training and Development: 1630 Duke Street, Box 1443, Alexandria, VA 22314. Telephone (703) 683-8129.

U.S. Department of Labor Employment and Training Administration Regional Offices

REGION I - BOSTON

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10th Floor
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FAX #617-565-2229

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REGION II - NEW YORK

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REGION III - PHILADELPHIA

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DE, MD, VA, PA, WV, DC

REGION IV - ATLANTA

Regional Administrator
U.S. Department of Labor/ETA
1371 Peachtree St., N.W.,
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REGION V - CHICAGO

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Fax # 312-353-1509

IN, MI, MN, OH, WI

REGION VI - DALLAS

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FAX # 214-767-5113

AR, LA, NM, OK, TX

REGION VII - KANSAS CITY

Regional Administrator
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IA, KS, MO, NE

REGION VIII - DENVER

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Denver, Colorado 80294

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CO, MT, ND, UT, WY

REGION IX - SAN FRANCISCO

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71 Stevenson St., 8th Floor
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AZ, CA, Guam, HI, NV

Rep. of Marshall Islands, Feder-
ated States of Micronesia,
Commonwealth of Northern
Mariani

REGION X - SEATTLE

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1111 Third Avenue
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NOTE:

The authorization for the Targeted Jobs Tax Credit expired on June 30, 1992. The program has broad, bi-partisan support in Congress. However, it is expected to be reauthorized early in 1993. The regional offices of either the U.S. Department of Labor or the National Alliance of Business will have up-to-date information. (Refer to page 29 of this Guide's Resource Section.)

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ATLANTIC REGIONAL SERVICE OFFICE

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National Alliance of Business Services for Employers

The National Alliance of Business (NAB) is a business-led, non-profit corporation whose mission is to help build an internationally competitive workforce. NAB helps companies identify and develop relationships with public partners to build and retain a high quality, competitive workforce. For over twenty years, NAB has been the primary advocate of public/private employment and training partnerships and it has a comprehensive federal, state and local agency provider network. With its headquarters in Washington, DC and regional offices located in five locations across the country, NAB is in a unique position to assist employers in identifying and accessing training and employment programs at the national, state and local level. NAB offers companies four key services:

- Orientation to publicly-funded training and employment resources.
- Assessment of company potential for accessing those resources.
- Building corporate capability to utilize training and employment programs.
- Brokering relationships between employers and public employment and training organizations.

NAB offers a customized approach to meeting company training and employment needs. Services are provided through on-site workshops or through individually tailored technical assistance packages. NAB has helped numerous companies benefit from the resources available through public employment and training programs. These benefits include decreased recruitment and hiring costs, in-

creased training opportunities, tax credits, and improved employee retention rates.

NAB also maintains an active database of publications and research materials through its Library and Information Services Center. NAB published information sources on publicly-funded employment and training programs include:

Basic Skills for Job Performance: PICs and Workplace Literacy. National Alliance of Business. 1201 New York Avenue, N.W., Washington, DC 20005-3917. 202-289-2910. 1992; 38 p.

Carl D. Perkins Vocational Education Act of 1984 Pocket Guide. National Alliance of Business. 1201 New York Avenue, N.W., Washington, DC 20005-3917. 202-289-2910. 1985; 8 p.

Literacy for the Workplace: The Program Developer's Kit (includes: Literacy at Work: The Workbook for Program Developers, Philippi, Jorie W.; National Alliance of Business. Published by Simon & Schuster Education Group, New York, NY. 1991. Working Smarter™ Video and Working Smarter™ Decision Maker's Guide.)

Planning for Workforce Reductions: A Technical Assistance Guide for Employers. National Alliance of Business. 1201 New York Avenue, N.W., Washington, DC 20005-3917. 202-289-2910. April 1984; 57 p.

Pocket Guide to the Economic Dislocation and Worker Adjustment Assistance Act. National Alliance of Business. 1201 New York Avenue, N.W., Washington, DC 20005-3917. 202-289-2910. 6 p.

Pocket Guide to the Job Training Partnership Act. National Alliance of Business. 1201 New York Avenue, N.W., Washington, DC 20005-3917, 202-289-2910. 1990; 6 p.

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Targeted Jobs Tax Credit: The Tax Break That's Easy to Take. National Alliance of Business. 1201 New York Avenue, N.W., Washington, DC 20005-3917. 202-289-2910. 1991; 31p.

Building a Workforce Investment System for America. National Alliance of Business. 1201 New York Avenue, N.W., Washington, DC 20005-3917. 202-289-2910.

Real Jobs for Real People. National Alliance of Business. 1201 New York Avenue, N.W., Washington, DC 20005-3917. 202-289-2910.

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An Annotated Bibliography of Research on Basic Skills in the Workforce and Related Issues. Southport Institute for Policy Analysis. Published by Southport Institute for Policy Analysis, Washington, DC. 202-783-7058. August 1990; 91p.

Basic Skills for Job Performance: PICs and Workplace Literacy. National Alliance of Business. Published by National Alliance of Business, 1201 New York Avenue, NW, Washington, DC 20005-3917. 202-289-2910. 1992; 38 p.

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Directory of Literacy Programs for Limited-English Proficient Adults and Out-of-School Youth. National Clearinghouse on Literacy Education, Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037. 202-429-9292. 1991; 239 p.

Employer's Guide to Working with Community Colleges in the Bay Area. Bay Area Council; Center for Economic Competitiveness, SRI. Published by Bay Area Council, San Francisco, CA. 415-981-6600. September 1988; 122 p.

Getting Started in Tech Prep. Hull, Dan; Vitale, Julia. Published by Center for Occupational Research and Development, Waco, TX. 817-772-8756. 1992; varied pagination.

Literacy for the Workplace: The Program Developer's Kit (includes: Literacy at Work: The Workbook for Program Developers, Philippi, Jorie W.; National Alliance of Business. Published by Simon & Schuster Education Group, New York, NY. 1991. Working Smarter™ Video and Working Smarter™ Decision Maker's Guide.)

Review of the National Workplace Literacy Program. Kutner, Mark A.; Sherman, Renee Z.; Webb, Lenore. Published by Pelavin Associates, Inc. Washington, DC. 1991; 58 p.

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Employment and Training Policy and Practice: Beyond Traditional Knowledge and Dogma. Partnership for Training and Employment Careers. Published by Partnership for Training and Employment Careers, Washington, DC. 202-887-6120. 1990; 273 p.

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Helping Handicapped Students Become a Part of the Job Training Partnership. Tindall, Lloyd W.; Gugerty, John; Dougherty, Barbara; University of Wisconsin, Madison. Published by University of Wisconsin, Madison, Vocational Studies Center, School of Education. 1986; 696 p.

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